

# Arizona School Improvement Plan (ASIP)

***NEW!***

Coming October 28, 2005 to ADE's  
IDEAL web portal – your new, online, web-  
based planning tool!

# Arizona School Improvement Plan (ASIP)

## ***ONLY ON IDEAL***

Principals should activate their IDEAL account immediately, so they can access the ASIP planning tool when it goes live on October 28.

Visit [www.ideal.azed.gov](http://www.ideal.azed.gov) to register!

# Arizona School Improvement Plan (ASIP)

***MUST BE SUBMITTED TO ADE NO LATER  
THAN JANUARY 17, 2006 – THIS DEADLINE  
APPLIES TO...***

Schools that failed to make Adequate Yearly  
Progress (AYP) under NCLB

*and*

Schools in Year 1 of Underperforming under AZ  
LEARNS

# Arizona School Improvement Plan (ASIP)

## ***LESS CLERICAL WORK***

Data about your school's staff, student population, and student achievement automatically upload into your plan.

# Arizona School Improvement Plan (ASIP)

## ***GREATER FOCUS ON MEETING STUDENT NEEDS***

With built-in graphic displays of data, school improvement teams can focus their energies on establishing evidence-based goals and sound interventions to accomplish those goals.

# Arizona School Improvement Plan (ASIP)

## ***LEARN AS YOU PLAN***

This interactive planning tool can guide improvement teams that may not be experienced in developing plans.

# Arizona School Improvement Plan (ASIP)

## ***SHARE YOUR PLAN***

This application helps you communicate your action plan with staff, parents, and community: each page can be printed or projected.

# Arizona School Improvement Plan (ASIP)

## ***GREATER FLEXIBILITY***

The web-based format makes it easier to keep your plan current, such as by adding or eliminating certain strategies based on results they are producing.



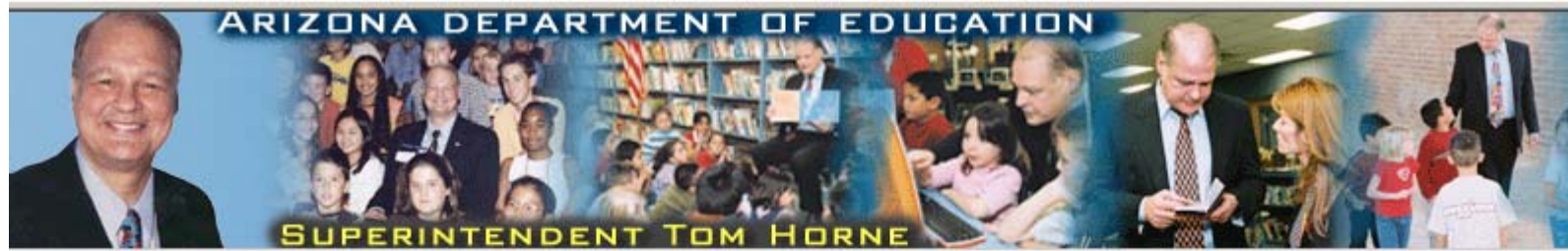
# Arizona School Improvement Plan (ASIP)

There are three phases to the online  
ASIP planning process:

***PREPARE***

***REVIEW***

***PLAN***



[Logout](#)

# Arizona School Improvement Plan



prepare

review

plan

# **Arizona School Improvement Plan (ASIP)**

**In the**

***PREPARE***

**phase, you answer a few questions  
about your staff and identify the  
team that will lead the improvement  
planning process**

# ASIP Main Menu / prepare /

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## Arizona School Improvement Plan (ASIP)

[Instructions](#)

[Title 1](#)

[ASIP Team Information](#)

[Staff Characteristics](#)



**Arizona Department of Education**  
Tom Horne, Superintendent of Public Instruction

## ASIP Main Menu / prepare /

Menu | [Instructions](#) | Title 1 | ASIP Team | Staff

The deadline for receipt by the Arizona Department of Education is

**January 17, 2006**

for schools whose Underperforming designation  
was made public on October 14, 2005

*and*

for Title I schools failing to make Adequate Yearly Progress (AYP)  
whose designation was made public on September 1, 2005.

If you encounter difficulty with online submission, please contact  
the School Improvement Section at (602) 364-2265 prior to the deadline.

[Continue](#)

## ASIP Main Menu / prepare /

Menu | Instructions | [Title 1](#) | ASIP Team | Staff

Is this a Title 1 school? ☒ Yes ☐ No

Title 1 Team Leadership		
Role	First Name	Last Name
Title 1 Teacher:	<input type="text"/>	<input type="text"/>
Title 1 Parent:	<input type="text"/>	<input type="text"/>

For the next section, please select the 'Continue' button.

Continue

**When schools *not* receiving Title I funds choose “no,” questions specific to Title I schools are hidden.**

# ASIP Main Menu / prepare /

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## Principal Information

Last Name:

First Name:

Email:

Telephone:

Fax:

## Plan Contact Person Information

Contact Person:

Title:

Email:

Telephone:

Fax:

## Team Membership

Instructions: To add Team Members to your Planning Committee, please enter their first name, last name, select a role from the pull-down menu, then select the Add Member button.

First Name

Last Name

Please Select



Add Member

**Use this screen to identify the members of your school improvement team.**

Edit

Delete

Continue

# ASIP Main Menu / prepare /

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Staff Characteristics			
How long has the current principal held the position at this school?		<input type="text"/>	
What percentage of this year's staff meet the qualifications for Highly Qualified?		<input type="text"/>	
What percentage of this year's staff hold emergency certification for the area in which they are teaching?		<input type="text"/>	
What has the staff turnover rate been for this school over the past three years?			
2002 - 2003	2003 - 2004	2004 - 2005	
<input type="text"/>	<input type="text"/>	<input type="text"/>	

[Continue](#)



# **Arizona School Improvement Plan (ASIP)**

**In the**

***REVIEW***

**phase, your improvement team  
draws conclusions from a variety  
of data about your school.**

# ASIP Main Menu / review /

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## Arizona School Improvement Plan (ASIP)

[Staffing Information](#)

[Demographic Data](#)

[Subgroup Populations](#)

[Test Data](#)

[Needs Assessment](#)



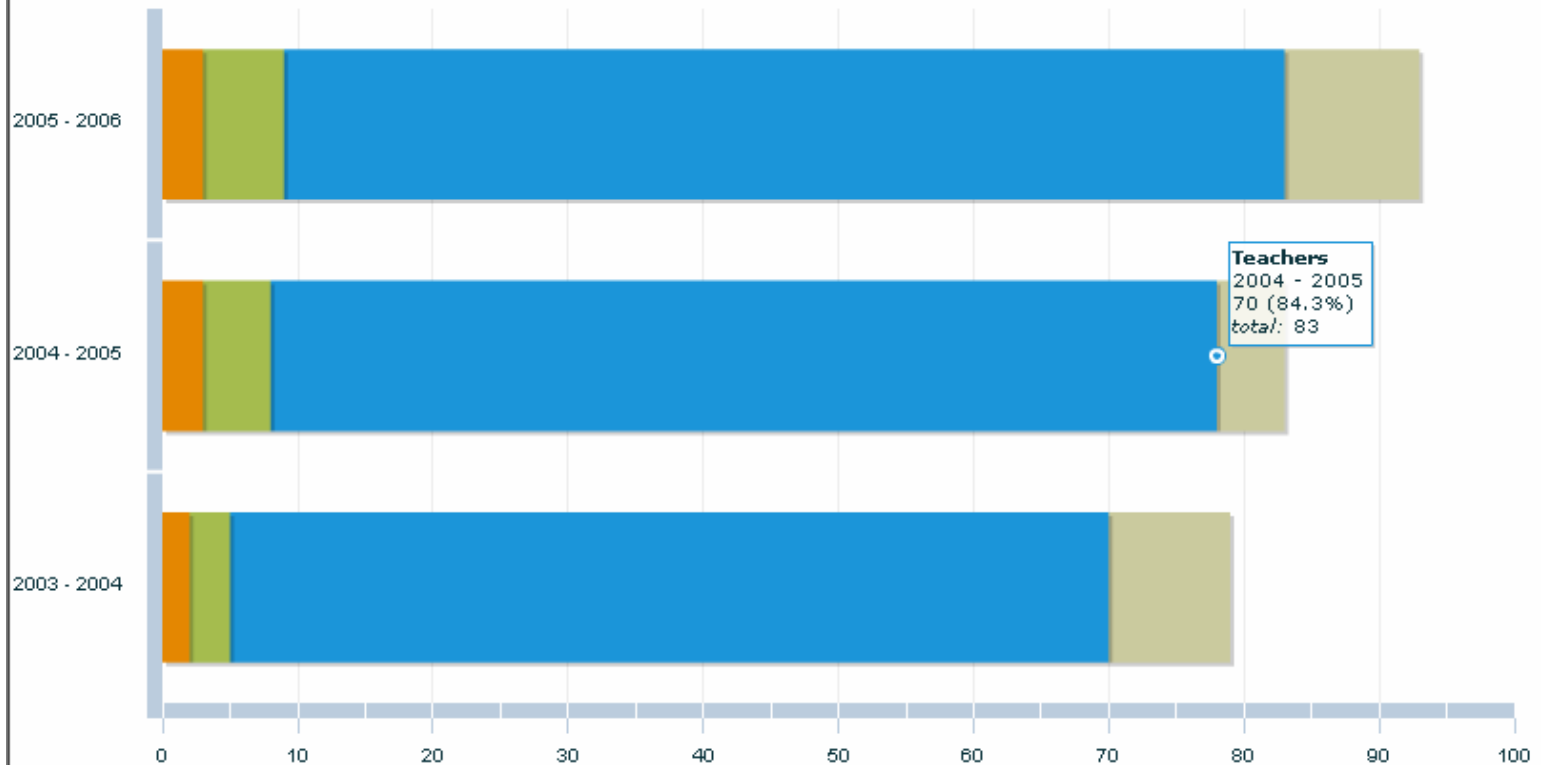
**Arizona Department of Education**

Tom Horne, Superintendent of Public Instruction

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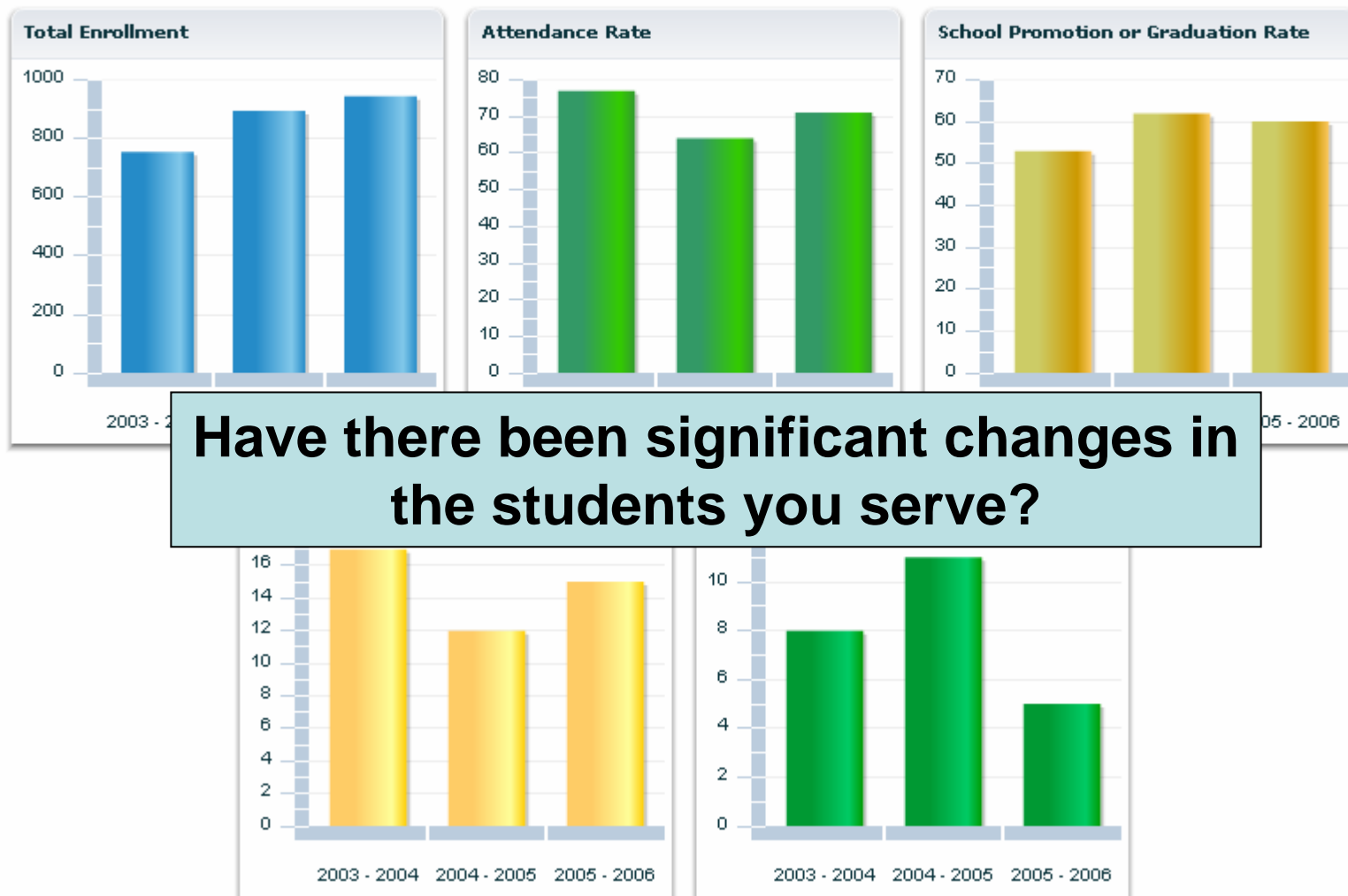
Menu | [Staffing](#) | Demographics | Subgroup Populations | Test Data | Needs Assessment

## Staffing Information



**Has staffing changed significantly over the past three years?**

## Demographic Data



# ASIP Main Menu / review /

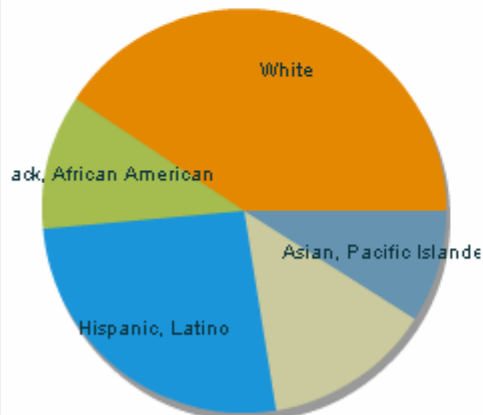
Menu | Staffing | Demographics | [Subgroup Populations](#) | Test Data | Needs Assessment

**Ethnic Background**

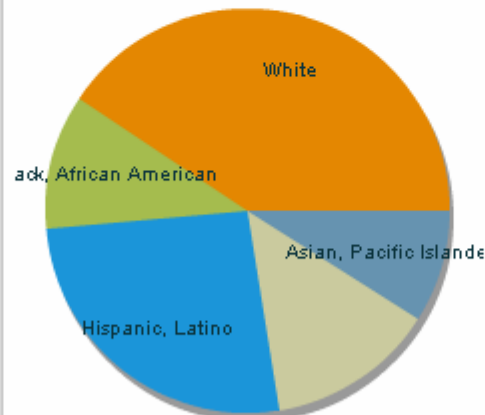
Gender Data

Special Program Membership

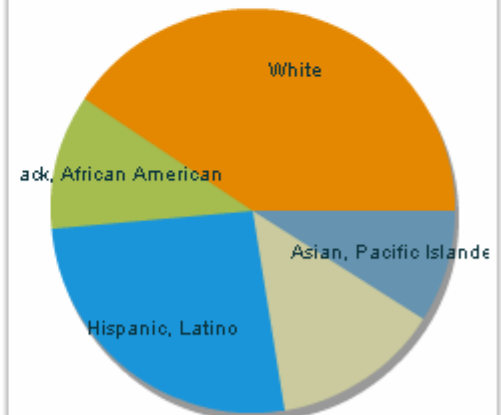
**Ethnic Background Data, 2003 - 2004**



**Ethnic Background Data, 2004 - 2005**



**Ethnic Background Data, 2005 - 2006**



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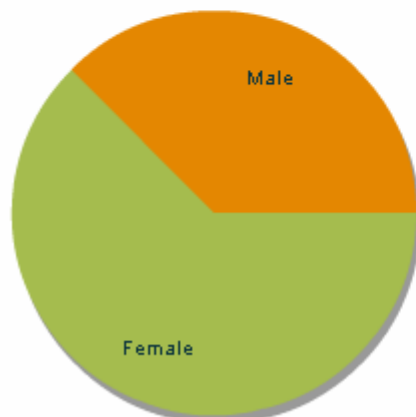
### Subgroup Populations

Ethnic Background

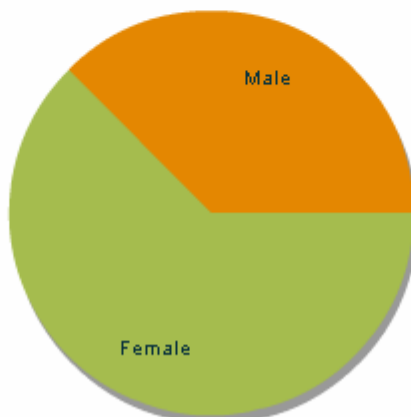
**Gender Data**

Special Program Membership

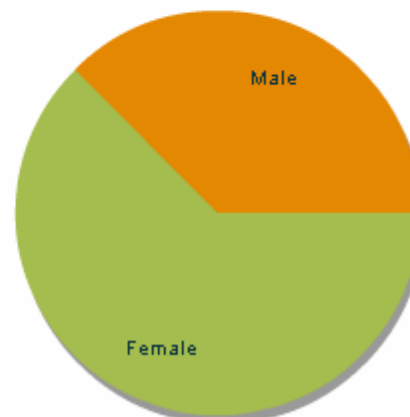
Gender, 2003 - 2004



Gender Data, 2004 - 2005



Gender Data, 2005 - 2006



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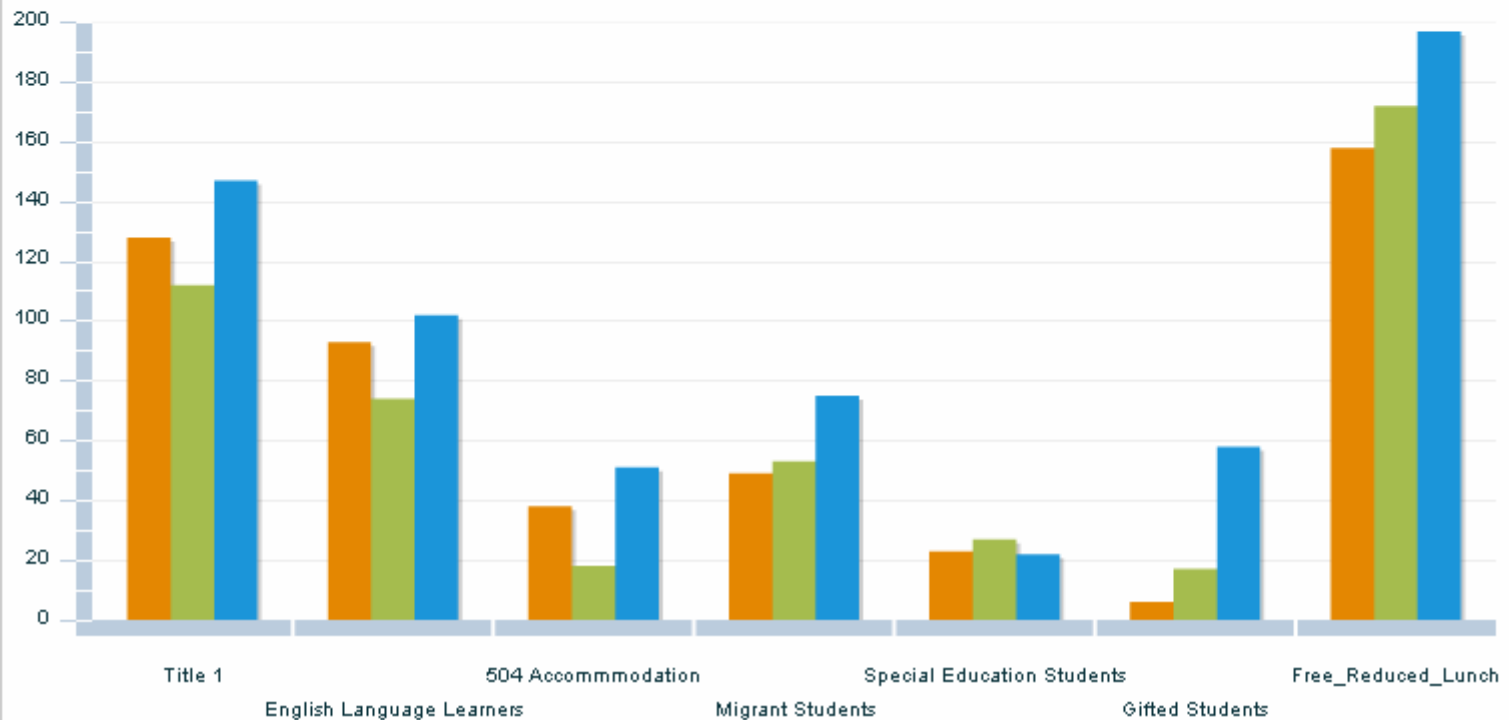
## Subgroup Populations

Ethnic Background

Gender Data

Special Program Membership

Special Program Membership



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### AIMS and Terra Nova Data Review

#### Select Grade(s)

- ☐ Grade 2 ☐ Grade 8  
☒ Grade 3 ☐ Grade 9  
☐ Grade 4 ☐ Grade 10  
☐ Grade 5 ☐ Grade 11  
☐ Grade 6 ☐ Grade 12  
☐ Grade 7 ☐ All Grades

#### Select Subject

- ☒ Reading  
☐ Writing  
☐ Mathematics

#### Select Strand

Select Strand | ▾

[View Scores](#)

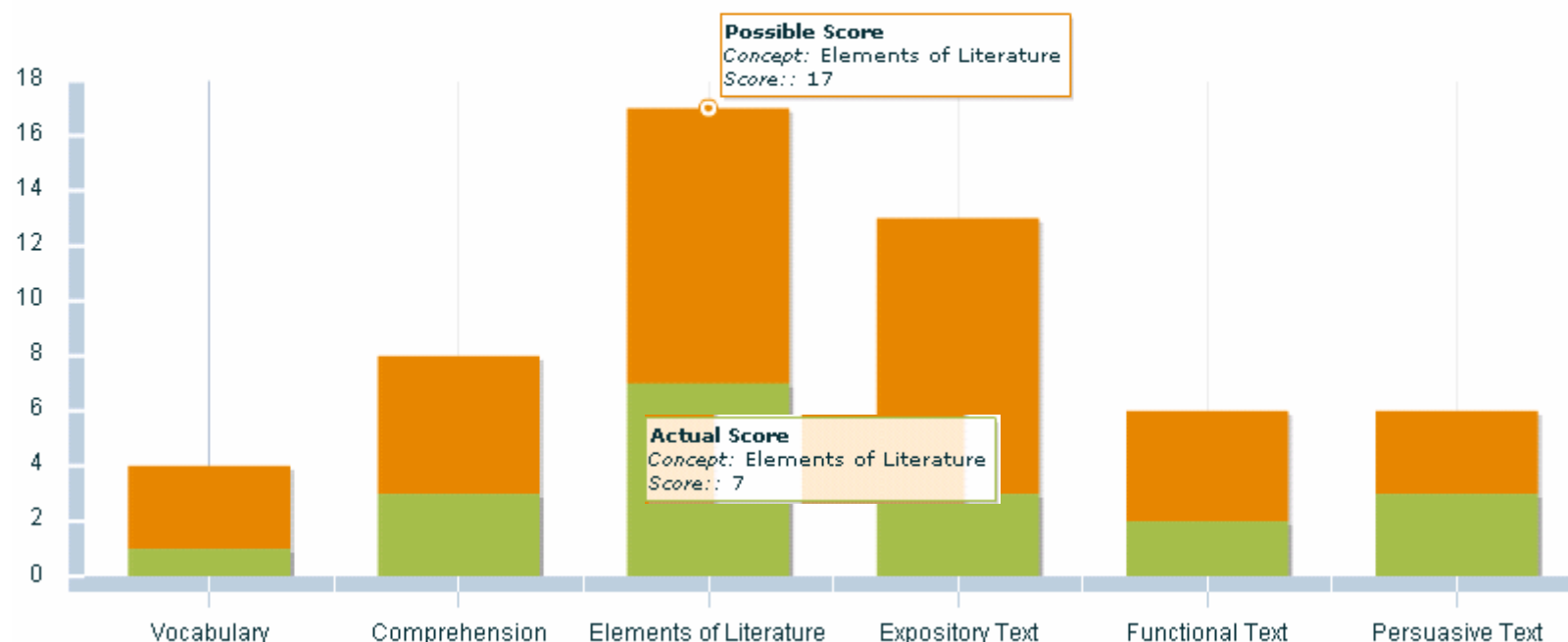
**What specific areas of student achievement are of highest priority?**



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### AIMS Reading Disaggregated by Strand/Concept



[Search Again](#)

## Arizona School Improvement Plan Needs Assessment

### Standard 1

School and District Leadership

### Standard 2

Curriculum, Instruction, and  
Professional Development

### Standard 3

Classroom and School Assessments

### Standard 4

School Culture, Climate, and  
Communication



**Arizona Department of Education**  
Tom Horne, Superintendent of Public Instruction

**What did you learn from  
using ADE's *Standards &  
Rubrics for School  
Improvement* as a Needs  
Assessment tool?**

# ASIP Main Menu / review / Standard 1

**ASIP - School Needs Assessment**

Standard 1 | Standard 2 | Standard 3 | Standard 4

**School and District Leadership**

Notification | Leadership | Plans to Mee.. | Goals Assess.. | Goals Assess.. | Sustain and .. | Highly Qualif.. | Title 1

Have you notified parents of your school improvement status and provided avenues for parent participation?

**Responses**

Space is provided for narrative answers to questions under each of the four standards in the Needs Assessment.

Continue

# ASIP Main Menu / review / Standard 1

## ASIP - School Needs Assessment

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### School and District Leadership

Notification

**Leadership**

Plans to Mee..

Goals Assess..

Goals Assess..

Sustain and ..

Highly Qualif..

Title 1

**How will you lead your school community in developing your goals for improving student achievement?**

**Responses**

**Continue**

# [ASIP Main Menu](#) / [review](#) / Standard 1

## ASIP - School Needs Assessment

[Standard 1](#) | [Standard 2](#) | [Standard 3](#) | [Standard 4](#)

### School and District Leadership

Notification

Leadership

**Plans to Mee..**

Goals Assess..

Goals Assess..

Sustain and ..

Highly Qualif..

Title 1

**What are your plans for implementing and monitoring  
the specific activities to meet these goals?**

**Responses**

**Continue**

# [ASIP Main Menu](#) / [review](#) / Standard 1

## ASIP - School Needs Assessment

[Standard 1](#) | Standard 2 | Standard 3 | Standard 4

### School and District Leadership

Notification

Leadership

Plans to Mee..

**Goals Assess.**

Goals Assess..

Sustain and ..

Highly Qualif..

Title 1

How will you know that you have met your goals?

#### Responses

Continue

# [ASIP Main Menu](#) / [review](#) / Standard 1

## ASIP - School Needs Assessment

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### School and District Leadership

Notification

Leadership

Plans to Mee..

Goals Assess..

**Goals Assess.**

Sustain and ..

Highly Qualif..

Title 1

What will you do if you have not met your goals?

#### Responses

Continue

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## ASIP - School Needs Assessment

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### School and District Leadership

Notification

Leadership

Plans to Mee..

Goals Assess..

Goals Assess..

**Sustain and ...**

Highly Qualif..

Title 1

How will you sustain or even improve your performance once your goals have been met?

#### Responses

Continue



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## ASIP - School Needs Assessment

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### School and District Leadership

Notification

Leadership

Plans to Mee..

Goals Assess..

Goals Assess..

Sustain and ..

**Highly Qualif..**

Title 1

**What plans or strategies are being used to recruit and retain Highly Qualified Teachers?**

#### Responses

Continue

# ASIP Main Menu / review / Standard 1

## ASIP - School Needs Assessment

[Standard 1](#) | [Standard 2](#) | [Standard 3](#) | [Standard 4](#)

### School and District Leadership

Notification

Leadership

Plans to Mee..

Goals Assess..

Goals Assess..

Sustain and ..

Highly Qualif..

**Title 1**

**How does the district/school incorporate external assistance in developing/implementing the ASIP?**

**Responses**

**Continue**

## ASIP - School Needs Assessment

[Standard 1](#) | [Standard 2](#) | [Standard 3](#) | [Standard 4](#)

- How will you lead your school community in developing your goals for improving student achievement?
- What are your plans for implementing and monitoring the specific activities to meet these goals?

**Your responses to all of these questions will appear on this page.**

- What will you do if you have not?
- How will you sustain or even improve your performance once your goals have been met?
- What plans or strategies are being used to recruit and retain Highly Qualified Teachers?
- How does the district/school incorporate external assistance in developing/implementing the ASIP?

# [ASIP Main Menu](#) / [review](#) / Standard 2

## ASIP - School Needs Assessment

Standard 1 | [Standard 2](#) | Standard 3 | Standard 4

### Curriculum, Instruction, and Professional Development

Curriculum Align...

S\*B\*R

Instructional Stra..

Providing Additio...

Professional Dev...

Title 1

How does your school systematically address the critical area of curriculum alignment?

Responses

Continue

# [ASIP Main Menu](#) / [review](#) / Standard 2

## ASIP - School Needs Assessment

Standard 1 | [Standard 2](#) | Standard 3 | Standard 4

### Curriculum, Instruction, and Professional Development

Curriculum Align...

**S\*B\*R**

Instructional Stra..

Providing Additio...

Professional Dev...

Title 1

**What scientifically-based research (SBR) instructional strategies have been identified as essential to effective instruction in the core academic areas?**

**Responses**

**Continue**

# [ASIP Main Menu](#) / [review](#) / Standard 2

## ASIP - School Needs Assessment

Standard 1 | [Standard 2](#) | Standard 3 | Standard 4

### Curriculum, Instruction, and Professional Development

Curriculum Align...

S\*B\*R

**Instructional Stra.**

Providing Additio...

Professional Dev...

Title 1

**What instructional strategies are being utilized to support struggling students?**

**Responses**

**Continue**

# [ASIP Main Menu](#) / [review](#) / Standard 2

## ASIP - School Needs Assessment

Standard 1 | [Standard 2](#) | Standard 3 | Standard 4

### Curriculum, Instruction, and Professional Development

Curriculum Align...

S\*B\*R

Instructional Stra..

**Providing Additio..**

Professional Dev...

Title 1

**How does your school provide additional learning opportunities for struggling students (before/after school, during the summer, and during any extension of the school year)? Do they meet the needs of the populations that the school serves in a timely manner?**

Responses

Continue

# [ASIP Main Menu](#) / [review](#) / Standard 2

## ASIP - School Needs Assessment

Standard 1 | [Standard 2](#) | Standard 3 | Standard 4

### Curriculum, Instruction, and Professional Development

Curriculum Align...

S\*B\*R

Instructional Stra..

Providing Additio...

**Professional Dev..**

Title 1

**How are the professional development needs of your staff assessed and met?**

#### Responses

Continue



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## ASIP - School Needs Assessment

Standard 1 | [Standard 2](#) | Standard 3 | Standard 4

### Curriculum, Instruction, and Professional Development

Curriculum Align...

S\*B\*R

Instructional Stra..

Providing Additio...

Professional Dev...

**Title 1**

**How does your mentoring program support new or less experienced teachers?**

**Responses**

**Continue**

# [ASIP Main Menu](#) / [review](#) / Standard 2

## ASIP - School Needs Assessment

Standard 1 | [Standard 2](#) | Standard 3 | Standard 4

- How does your school systematically address the critical area of curriculum alignment?
- What scientifically-based research (SBR) instructional strategies have been identified as essential for effective instruction in the core academic areas?
- What instructional strategies are being utilized to support struggling students?
- How does your school provide additional learning opportunities for struggling students (before/after school, during the summer, and during any extension of the school year)? Do they meet the needs of the populations that the school serves in a timely manner?
- How are the professional development needs of your staff assessed and met?
- How does your mentoring program support new or less experienced teachers?

Identified Concerns in the Area OF Curriculum, Instruction, and Professional Development: Potential Barriers to School Improvement

# [ASIP Main Menu](#) / [review](#) / Standard 3

## ASIP - School Needs Assessment

Standard 1 | Standard 2 | [Standard 3](#) | Standard 4

### Classroom and School Assessments

Data

Community and Stu...

Teacher Participation

Special Needs Popul...

Student, Class, and ..

**How are you systemically collecting, disaggregating, and analyzing both formative and summative achievement data to make informed instructional decisions?**

Responses

Continue

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## ASIP - School Needs Assessment

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### Classroom and School Assessments

Data

**Community and Stu...**

Teacher Participation

Special Needs Popul...

Student, Class, and ..

**How are you communicating to students and members of the school community, in language and format that is easily understood, the academic expectations and student progress towards meeting those expectations?**

Responses

Continue

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## ASIP - School Needs Assessment

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### Classroom and School Assessments

Data

Community and Stu...

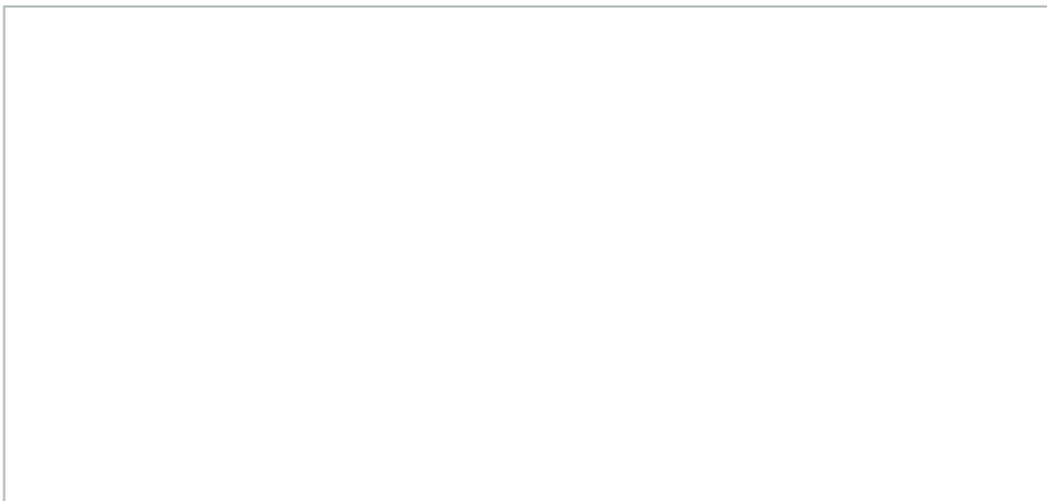
**Teacher Participation**

Special Needs Popul...

Student, Class, and ..

**How do teachers participate in using disaggregated assessment data to improve student achievement?**

**Responses**



**Continue**

# [ASIP Main Menu](#) / [review](#) / Standard 3

## ASIP - School Needs Assessment

Standard 1 | Standard 2 | [Standard 3](#) | Standard 4

### Classroom and School Assessments

Data

Community and Stu...

Teacher Participation

**Special Needs Popul..**

Student, Class, and ..

**How do teachers specifically address special needs populations?**

**Responses**

**Continue**

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## ASIP - School Needs Assessment

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### Classroom and School Assessments

Data

Community and Stu...

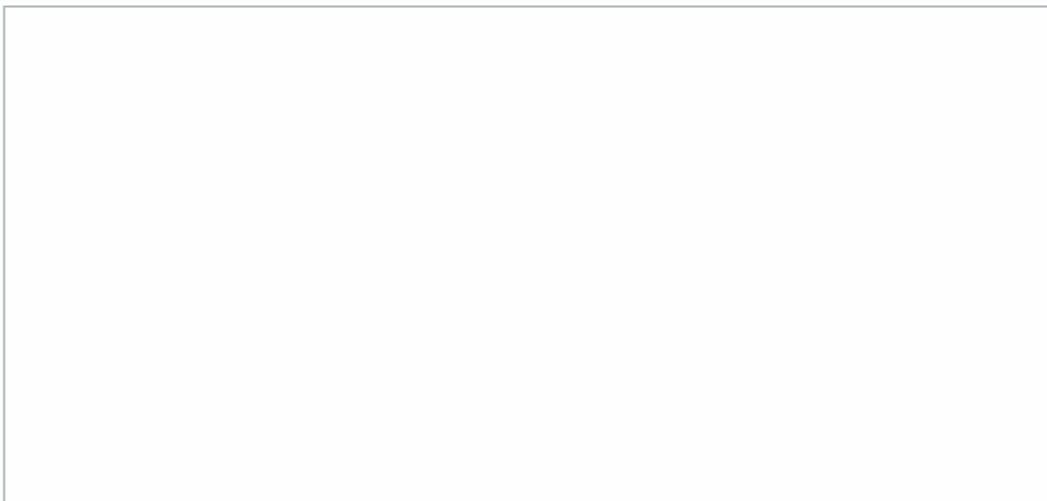
Teacher Participation

Special Needs Popul...

**Student, Class, and ...**

**How does the assessment system provide timely feedback at the student, class, and school level?**

**Responses**



**Continue**

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## ASIP - School Needs Assessment

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### Classroom and School Assessments

Data

Community and Stu...

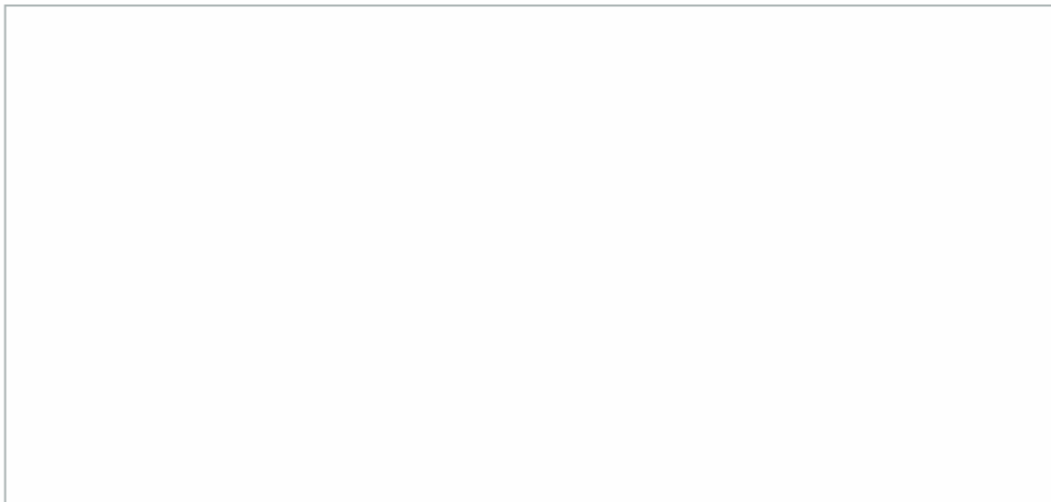
Teacher Participation

Special Needs Popul...

**Student, Class, and ...**

**How does the assessment system provide timely feedback at the student, class, and school level?**

**Responses**



**Continue**



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## ASIP - School Needs Assessment

Standard 1 | Standard 2 | [Standard 3](#) | Standard 4

- How are you systemically collecting, disaggregating, and analyzing both formative and summative achievement data to make informed instructional decisions?
- How are you communicating to students and members of the school community, in language and format that is easily understood, the academic expectations and student progress towards meeting those expectations?
- How do teachers participate in using disaggregated assessment data to improve student achievement?
- How do teachers specifically address special needs populations?
- How does the assessment system provide timely feedback at the student, class, and school level?

Identified Concerns in the Area of Classroom and School Assessments: Potential Barriers to School Improvement

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# [ASIP Main Menu](#) / [review](#) / Standard 4

## ASIP - School Needs Assessment

Standard 1 | Standard 2 | Standard 3 | [Standard 4](#)

### School Culture, Climate, and Communication

**Learning Environ..**

Effective Learnin...

Parent-Communi..

School-Wide Dici..

Transitioning Str...

Title 1

**What specifically is your site doing to insure a safe, equitable learning environment for students and their families?**

**Responses**

**Continue**

# [ASIP Main Menu](#) / [review](#) / Standard 4

## ASIP - School Needs Assessment

Standard 1 | Standard 2 | Standard 3 | [Standard 4](#)

### School Culture, Climate, and Communication

Learning Environ..

**Effective Learnin.**

Parent-Communi..

School-Wide Dici..

Transitioning Str...

Title 1

**What evidence can you provide to demonstrate that you are an effective learning community where communication and commitment to student learning is key?**

Responses

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## ASIP - School Needs Assessment

Standard 1 | Standard 2 | Standard 3 | [Standard 4](#)

### School Culture, Climate, and Communication

Learning Environ..

Effective Learnin...

**Parent-Communi.**

School-Wide Dici..

Transitioning Str...

Title 1

**What opportunities are provided for parent-community involvement in the school? What strategies are being implemented to increase parent involvement?**

Responses

Continue

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## ASIP - School Needs Assessment

Standard 1 | Standard 2 | Standard 3 | [Standard 4](#)

### School Culture, Climate, and Communication

Learning Environ..

Effective Learnin...

Parent-Communi..

**School-Wide Dici..**

Transitioning Str...

Title 1

**Is there evidence of an effective school-wide discipline plan in place? Is the plan supported by all stakeholders?**

#### Responses

Continue

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## ASIP - School Needs Assessment

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### School Culture, Climate, and Communication

Learning Environ..

Effective Learnin...

Parent-Communi..

School-Wide Dici..

**Transitioning Str..**

Title 1

**What strategies are in place to bridge the gaps when students are transitioning to the next grade?**

**Responses**

**Continue**

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## ASIP - School Needs Assessment

Standard 1 | Standard 2 | Standard 3 | [Standard 4](#)

### School Culture, Climate, and Communication

Learning Environ...

Effective Learnin...

Parent-Communi...

School-Wide Dici...

Transitioning Str...

**Title 1**

**How do you work with Early Childhood programs such as preschool?**

#### Responses

- What specifically is your site doing to insure a safe, equitable learning environment for students and their families?
- What evidence can you provide to demonstrate that you are an effective learning community where communication and commitment to student learning is key?
- What opportunities are provided for parent-community involvement in the school? What strategies are being implemented to increase parent involvement?
- Is there evidence of an effective school-wide discipline plan in place? Is the plan supported by all stakeholders?
- What strategies are in place to bridge the gaps when students are transitioning to the next grade?
- How do you work with Early Childhood programs such as preschool?

Identified Concerns in the Area of School Culture, Climate, and Communication: Potential Barriers to School Improvement



# **Arizona School Improvement Plan (ASIP)**

**Based on available data and results of  
the Needs Assessment, it's time to**

***PLAN***

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## Arizona School Improvement Plan (ASIP)

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[Milestones](#)

[District/LEA Support](#)

[Submit ASIP](#)



**Arizona Department of Education**  
Tom Horne, Superintendent of Public Instruction

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## Identified Concerns

### Academic Concerns Identified Through Data Review, Including Non-Academic Concerns (if applicable)

- Are you... legal?  
To net... refer  
to the... ve to  
choos
- Are you... legal?  
To net... refer  
to the... ve to  
choos
- Are you... legal?  
To net... refer  
to the... ve to  
choos
- Are you... legal?  
To net... refer  
to the... ve to  
choos

## Improvement Plan

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## Identified Concerns

## Improvement Plan

### Instructions

### Goals

### Standardized As...

### District/School A...

### Interventions

### Strategies

### Comments

## Arizona School Improvement Plan

The school-wide plan is the roadmap for how the school will change operations in order to increase the academic achievement of its students. These pages contain the templates for developing a two-year improvement plan that targets specific concepts of the Arizona Academic Standards, as indicated by a thorough analysis of all achievement data, including data found in the Arizona School Report Card, AIMS DPA Reports, and the earlier pages of this plan.

The Arizona School Improvement Plan should focus on **3 to 5 targeted goals over a two-year period** that:

- specifically address the reason(s) for not making AYP or for receiving an Underperforming achievement profile;
- include the use of data to make decisions on an on-going basis;
- Tare monitored consistently by collecting and interpreting data;
- are adjusted/revised accordingly

Goals may be academic or non-academic. While they are often reflected in the academic areas of Reading, Writing, and Mathematics, schools should also look closely at areas such as attendance, student mobility, etc. and their impact on student achievement. Goals written to address these issues are equally appropriate as those written to address strictly academic issues.

The ASIP is not merely a report to ADE; it is a dynamic and flexible guide to increase student performance over a two-year period. Even after the original plan has been submitted to ADE, the school should monitor achievement data on at least a quarterly basis. This data will then assist the school in revising and adjusting the plan accordingly.

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District/School A...

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Comments

Your ASIP team is required to develop three to five goals.

Develop Goal

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## Goals

Goals must target priority areas identified through the data review process.

Please state this goal:

**Enter the first of your  
three to five goals.**

Goals Start Page

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## Standardized Assessments

What standardized assessment results support the selection of this goal?

Assessments:

Additional Assessments  
(If Applicable):

**What data sources indicate  
the need for this goal?**

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## District/School Assessments

What local assessment result supports the selection of this goal?

Local Assessment:

Additional Assessments  
(If Applicable):

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## Research-Based Interventions or Reform Models

What research-based interventions or reform models will be put in place to support the following goal:

**What interventions will be needed in order to accomplish this goal?**

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To continue, click the 'Add Strategy' button below.

**What strategies will be needed to ensure widespread use of these interventions?**

Add Strategy

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**Strategies**

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### Strategies to Implement the Interventions or Reform Models

What strategies will be employed to implement these interventions?

Person(s) Responsible

Method to Monitor/Evaluate Intervention/Reform Model

Timeline

Begin Date

End Date

◀ October 2005 ▶

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

◀ October 2005 ▶

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Resources Needed

To Implement  
Intervention/Reform  
Model Strategies

Professional  
Development

**Who will be the “go-to” person for this strategy? How will you measure the success of the intervention? When will it begin and end? What resources will this require? What professional development will staff need?**

Strategies Start Page

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Comments

Please add any comments on this goal or its status below.

Comments:

**This space is available for you to  
record progress on each goal  
over time.**

Next...

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## Action Plan Review

Goal title:

Standardized

District/Scho

Research-Based/Best Practices for Intervention/Reform Model

Strategies to Implement the Intervention/Reform Model

Comments:

Edit Goal

Submit Goal

This page will carry forward all information you have entered for a particular improvement goal.

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### Milestones

Date of Public Notification	Date of Public Presentation	Plan Beginning Date	Plan Ending Date
<div>◀ October 2005 ▶ S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</div>	<div>◀ October 2005 ▶ S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</div>	<div>◀ October 2005 ▶ S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</div>	<div>◀ October 2005 ▶ S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</div>

**Use this screen to record significant dates.**

## District/LEA Commitment To Provide Support

**Focused District/LEA support truly assists and guides schools to develop and implement the ASIP effectively. District/LEA support needs to be aligned with the targeted goals of each school's ASIP.**

A. Describe how the District/LEA will support the school-based shared vision and management decision-making which involves community stakeholders (e.g., site council, PTA, school improvement team, and including specifically Title I teachers and parents).

B. How will the District/LEA support and guide the development and implementation of the ASIP, specifically addressing the school's targeted goals? (i.e., resource alignment and allocation, leadership/mentoring, professional development, programs, interventions, facilities, logistics, instructional time).

C. How will the requirements of Title I be supported; including providing access to the State System of School Support and assistance with the coordination of resources such as counseling, student mentoring, career awareness, college preparation, and the integration of CTE programs?

**This page is to be completed and sent by your LEA, identifying how it will assist and guide your school in successfully implementing this plan.**

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### Arizona School Improvement Plan (ASIP)

**Note:** In addition to the electronic submission please print and mail a signed copy of this page to: Arizona Department of Education, School Effectiveness Division, 1535 West Jefferson Street, Bin #10, Phoenix, AZ 85007.

[Print ASIP](#)

[Submit ASIP to ADE](#)



**Arizona Department of Education**  
Tom Horne, Superintendent of Public Instruction

**Clicking the “Submit” button  
notifies ADE that your ASIP is  
complete.**